



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Spanos Elementary School

## Contents

School Plan for Student Achievement (SPSA) Template .....	2
Purpose and Description .....	2
Stakeholder Involvement .....	4
Resource Inequities .....	5
Goals, Strategies, Expenditures, & Annual Review .....	6
LCAP/SPSA Goal 1 – Student Achievement .....	6
Identified Need .....	7
Annual Measurable Outcomes .....	15
Strategy/Activity 1 .....	16
Strategy/Activity 2 .....	18
Strategy/Activity 3 .....	19
Strategy/Activity 4 .....	21
Strategy/Activity 5 .....	22
Annual Review – Goal 1 .....	24
Analysis .....	24
Goal 2 – School Climate .....	27
Identified Need .....	28
Annual Measurable Outcomes .....	31
Strategy/Activity 1 .....	32
Annual Review – Goal 2 .....	33
Analysis .....	33
Goal 3 – Meaningful Partnerships .....	35
Identified Need .....	36
Annual Measurable Outcomes .....	37
Strategy/Activity 1 .....	38
Annual Review – Goal 3 .....	40
Analysis .....	40
Budget Summary .....	42
Budget Summary .....	42
Other Federal, State, and Local Funds .....	42
Budget Spreadsheet Overview – Title I .....	43
Budget Spreadsheet Overview – LCFF .....	44

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spanos Elementary	396867660118752	Ver 1 – 05/15/2020	Ver 1 – 05/19/2020	Ver 1 – 07/28/2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Spanos Elementary is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Spanos Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

In school year 2019-2020, we regularly reviewed our goals and strategies at our SSC meetings; 10/22/19, 11/19/19, 12/17/19, 2/18/20 and 5/12/20. We utilized the Data Decision Model to assess our progress and guide our planning. We continue to see a gap in reading comprehension and we had a decrease in math. In summary, barriers included limited parent participation, limited translating resources for conferences, and not enough available subs for monthly teacher release for collaboration. We do anticipate an increase in both reading and math due to the district wide adoption of new curriculum and the increase of teacher professional development provided.

As a result of the stakeholder involvement and data reviews, Spanos Elementary has been able to complete the Decision Making Model (a component of the CNA) to guide the development and monitoring of our school plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After completing our DMM, we determined the lack of consistent substitutes was a barrier for us to provide release time for our teachers, to attend targeted PD. We also determined that our primary students need more targeted phonemic and phonics development, than what is provided in our curriculum. Also, we need the ability to provide more Spanish translating support for our parents to attend regular parent teacher conferences.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## LCAP/SPSA Goal 1 – Student Achievement

ELA/ELD SMART Goal:

Spanos' ELA proficiency rate will increase from 23% to 33%, as measured by the SBAC in Spring of 2021.

Math SMART Goal:

Spanos' Math proficiency rate will increase from 25% to 35%, as measured by the SBAC in Spring of 2021.

## Identified Need

- Be sure English Learner data is reviewed and included.

### **SBAC ELA Data:**

2016 18%  
2017 20.52%  
2018 23.37%  
2019 22.3%

### **SBAC Math Data:**

2016 18%  
2017 22.26%  
2018 24.83%  
2019 19.35%

### **Reclassification Rate:**

2016 9.7%  
2017 16.4%  
2018 21.2%  
2019 31.8%

### **MAP ELA Data:**

2017 17%  
2018 22%  
2019 19%

### **MAP Math Data:**

2017 11%  
2018 25%  
2019 21%

### **i-Ready ELA Winter:**

Tier 1 22% (10% F)  
Tier 2 40% (38% F)



Tier 3 38% (52% F)

**i-Ready Math Winter:**

Tier 1 19% (9% F)

Tier 2 58% (54% F)

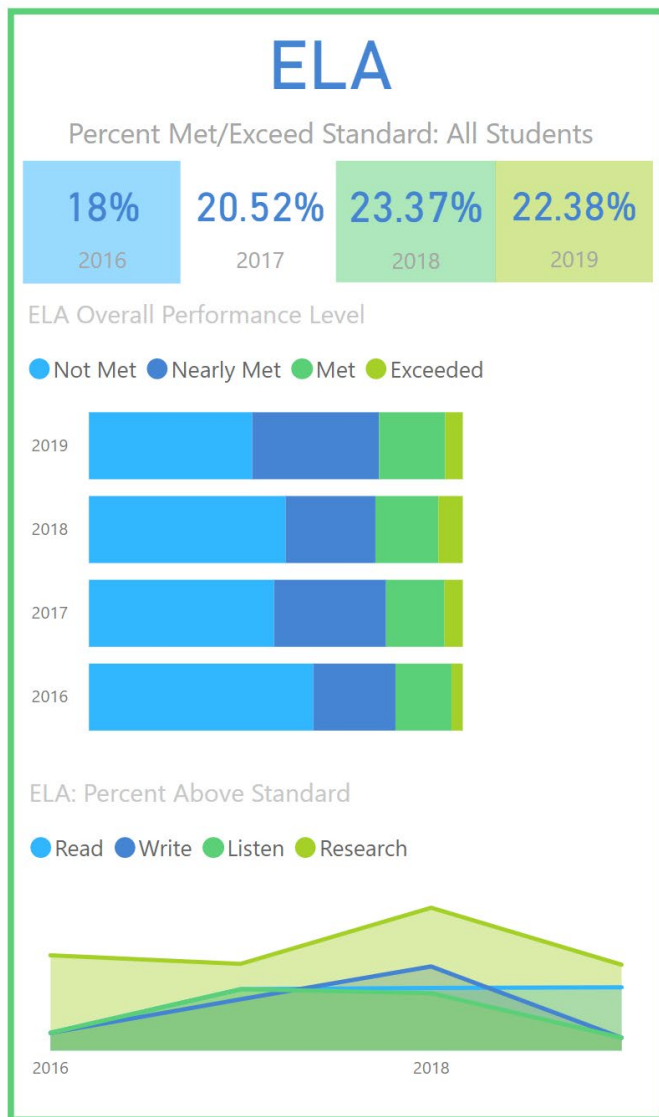
Tier 3 24% (38% F)

Consistently making slow progress in ELA, with a slight decrease in 2019.

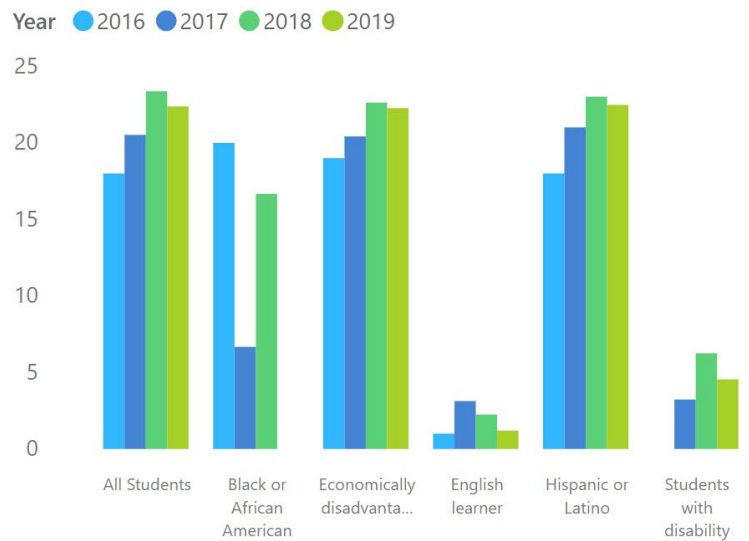
Consistently making slow progress in math, with a significant decrease in 2019.

Consistently making strong gains in our RFEP rate.

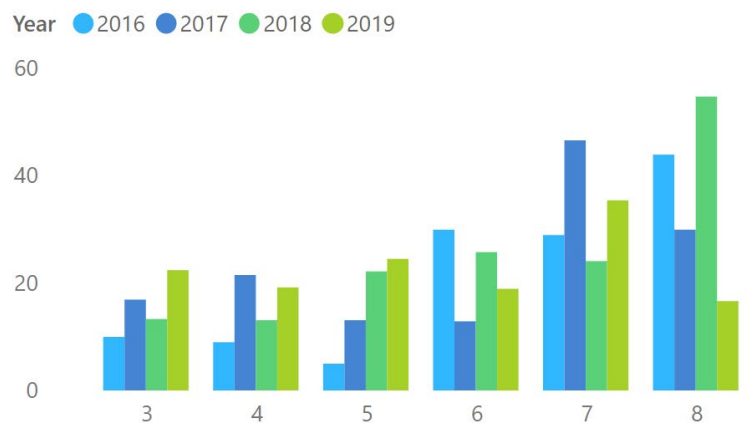
Slight increase in Tier 1 and Tier 2 for both ELA and math.



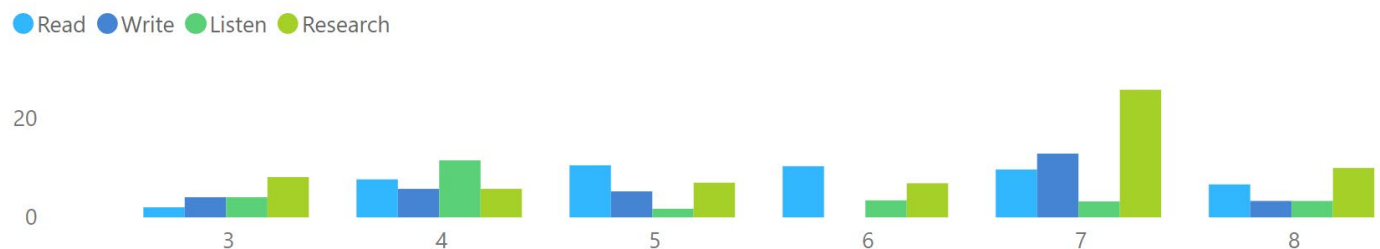
ELA CAASPP: Percent Met/Exceed Standard



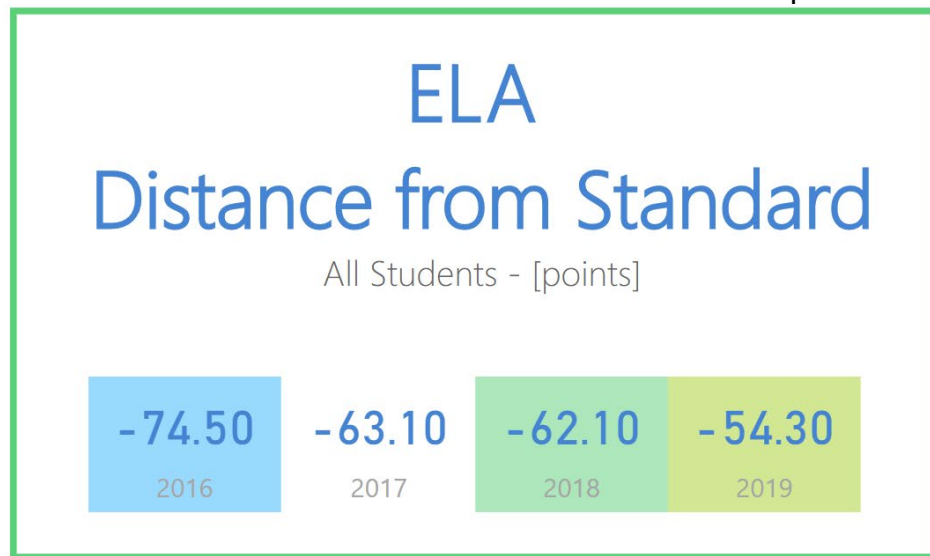
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

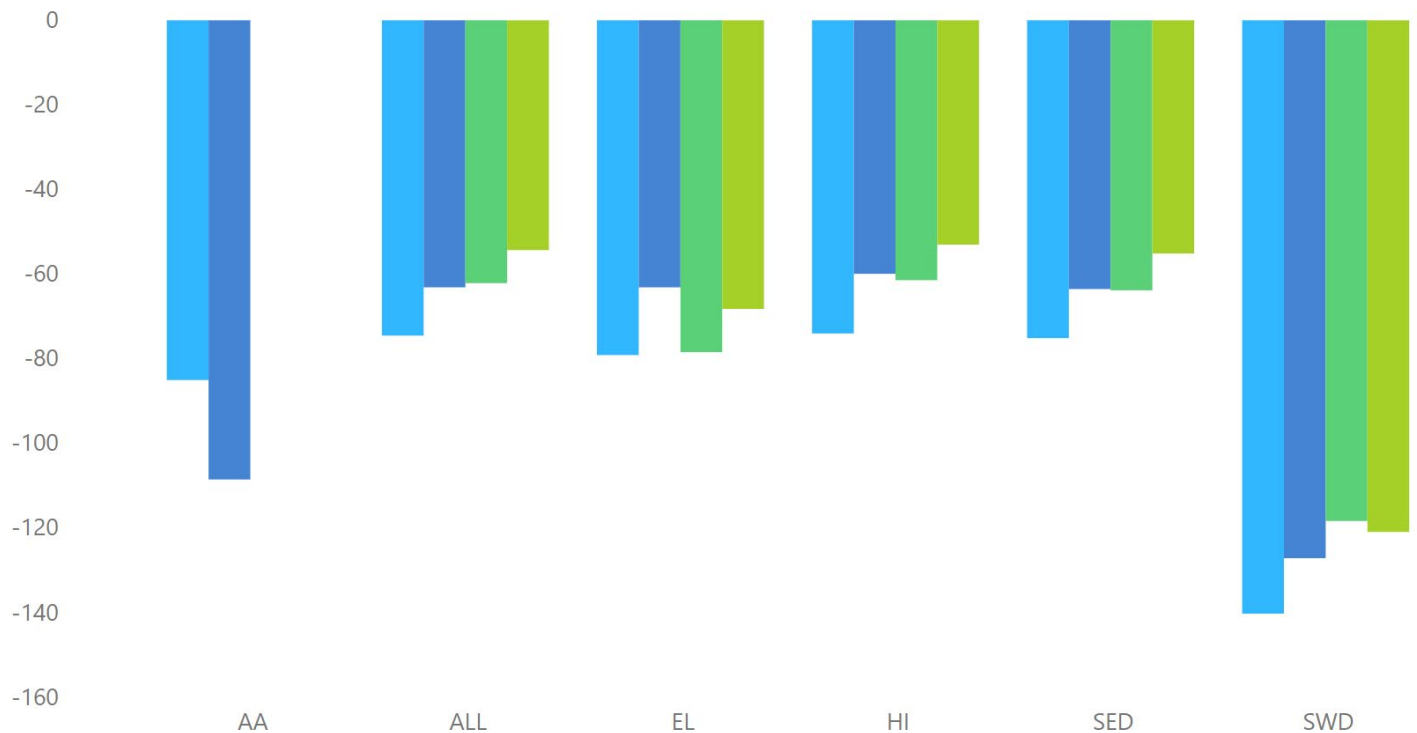


page 2 SUSD RA 12122019 v3r1



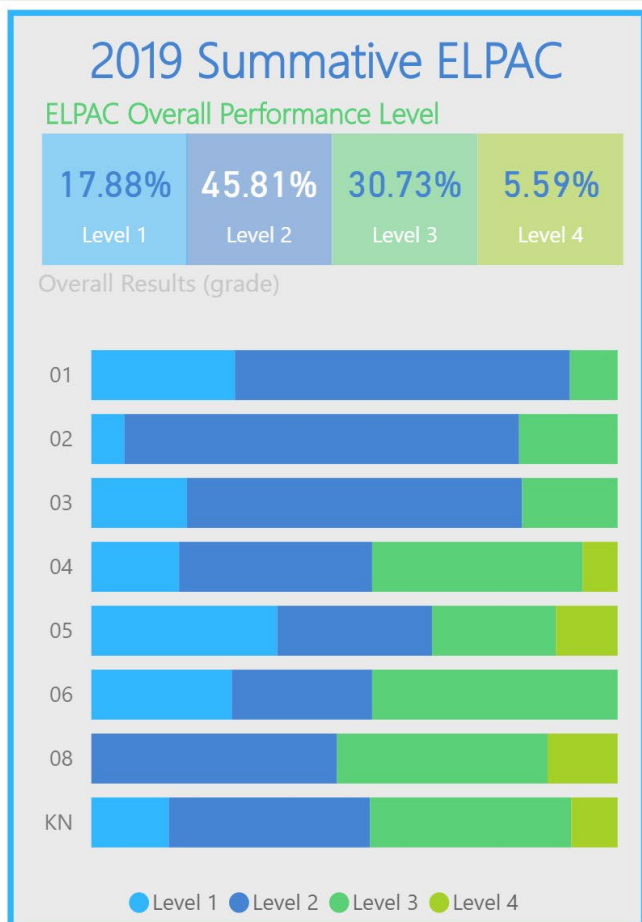
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

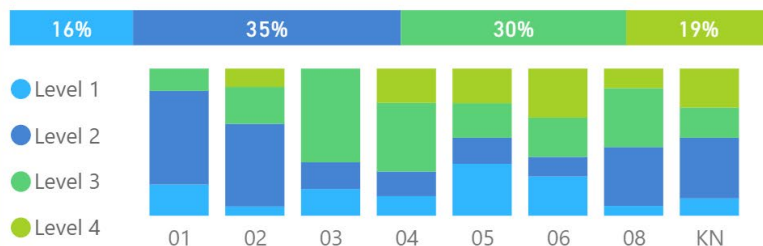


page 3

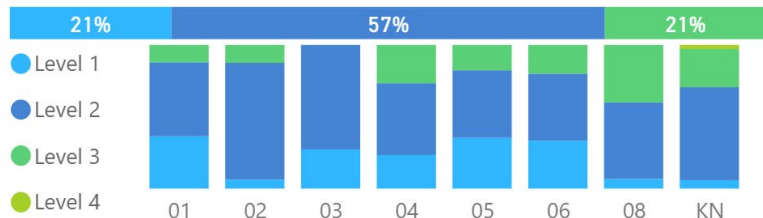
SUSD RA 12122019 v3r1



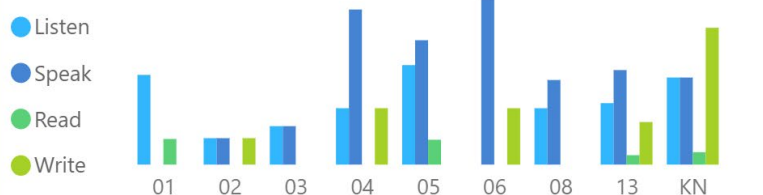
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



## English Learner Progress

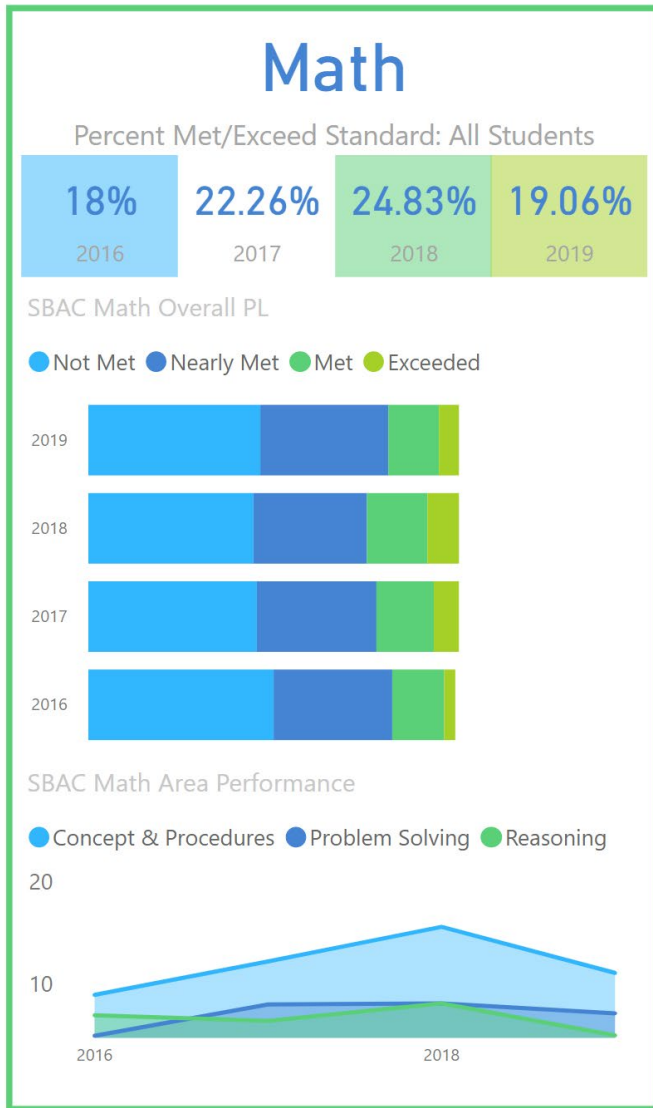
### Reclassification Rates



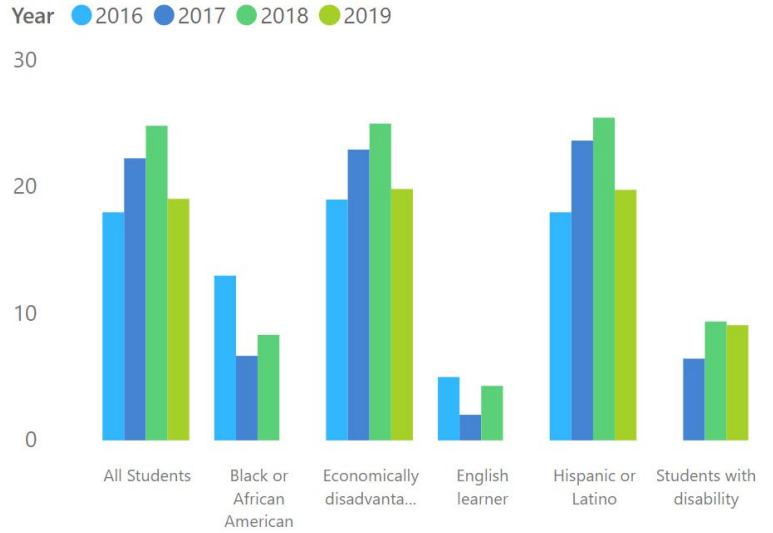
### English Learner Progress Indicator (ELPI)

37.5%

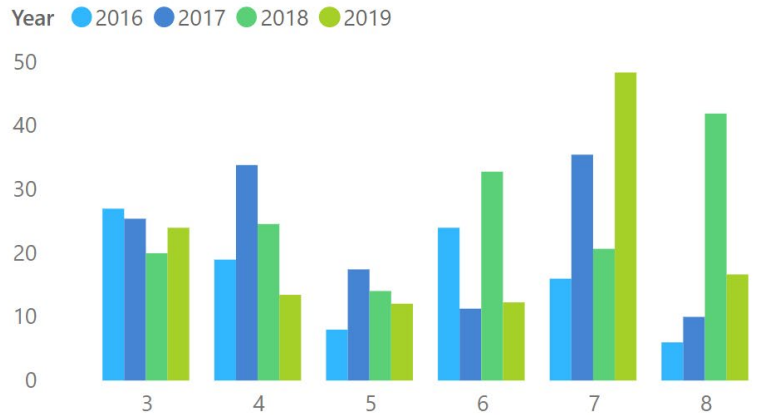
ELPI 2019



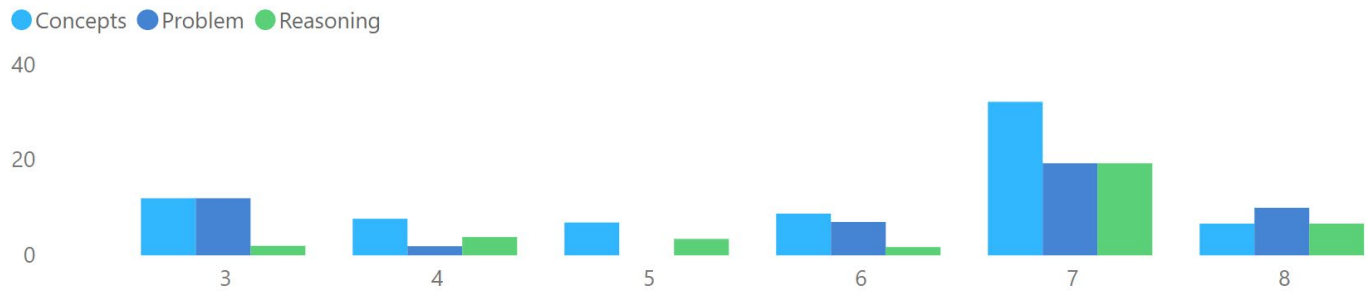
Math CAASPP: Percent Met/Exceed Standard

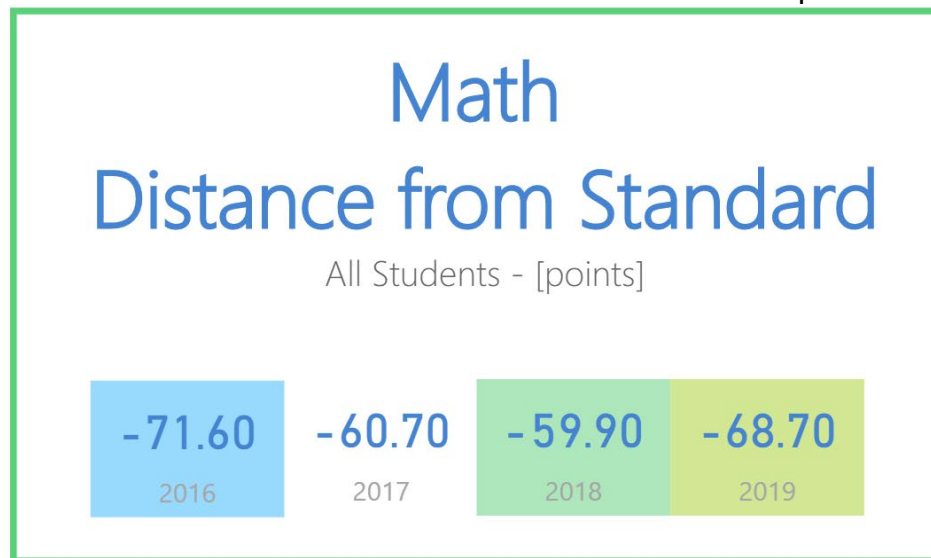


Math CAASPP: Percent Met/Exceed Standard by Grade Level



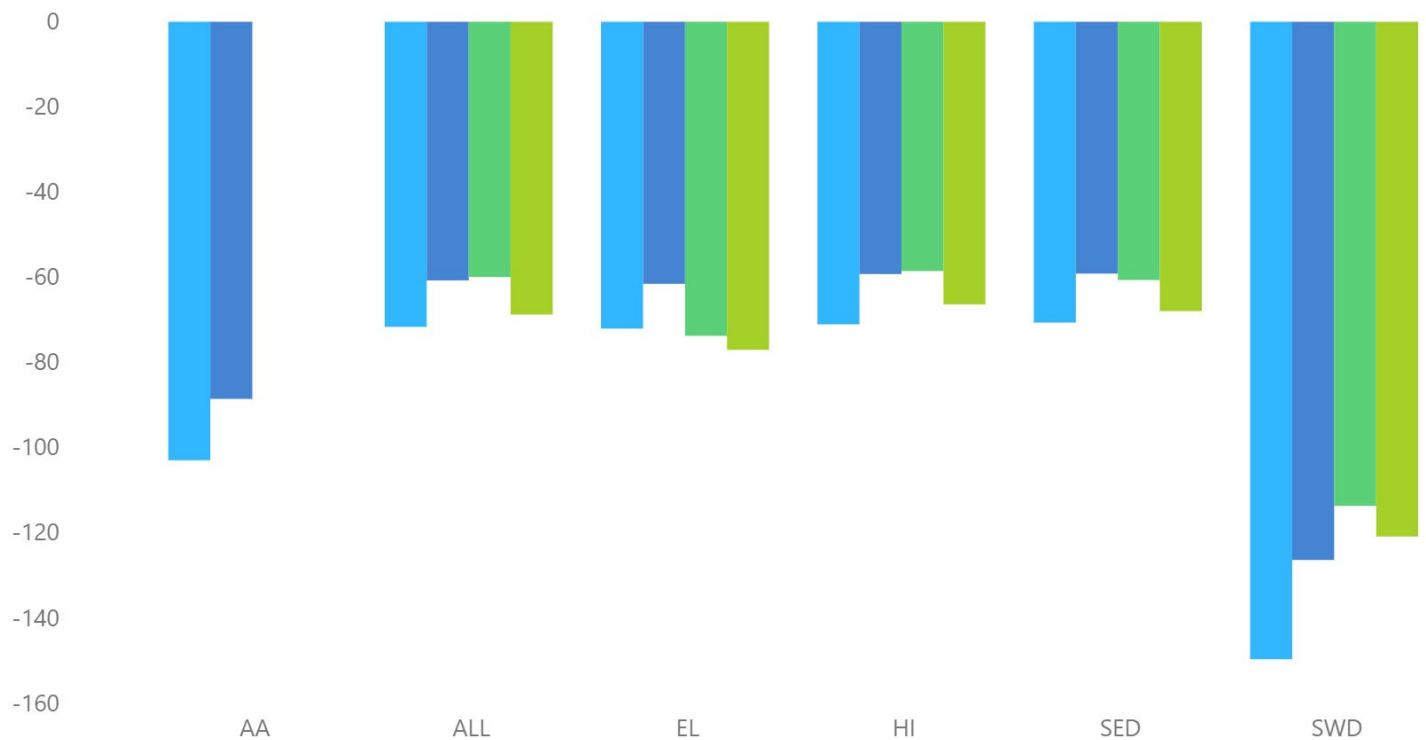
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

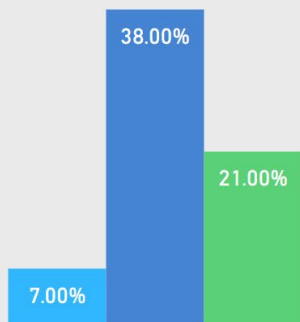
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

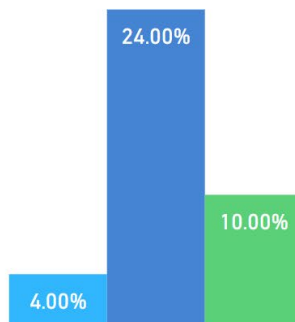
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



4.00%

2016

21.00%

2017

10.00%

2018

page 9

SUSD RA 12122019 v3r1

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Data (3 times per year) Grade Level Winter	23%	33%
Distance from standard – ELA (All Students)	-62.1 points below	-59.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Data (3 times per year) Grade Level Winter	19%	33%
Distance from standard – Math (All Students)	-59.9 points below	-56.9 points below



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math.

>Substitutes will be hired 8 days/per month to provide coverage for teachers to attend targeted PD on-site. Substitute pay calculation: 2 substitutes x 4 days/ month for 7 months (\$10,000)

>Leadership Team will be trained after school for one hour each month; (8 teachers, 2 coaches, 1 program specialist) to support professional development.

Teacher Additional Comp Pay Calculation (Object Code 11500)

6 teachers X 10 hours X \$60 rate of pay = \$3,600 total cost

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)

# 2 Instructional Coach # 10 hours X \$60 rate of pay = \$1,200 total cost

Other Certificated Staff Additional Comp Pay Calculation Program Specialist

# 1 certificated staff X # 10 hours X \$60 rate of pay = \$600 total cost

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	11700	Substitutes
\$3,600	11500	Teacher Additional Comp
\$1,200	19500	Instructional Coach Additional Comp

\$ Amount(s)	Object Code	Description
\$600	19500	Program Specialist Additional Comp

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Students with unfinished learning

### Strategy/Activity

Provide in class, small group instruction in reading and math for EL students and EO students with unfinished learning.

>Bilingual Assistant - Will provide preview/review of classroom instruction, provide Spanish language support, and provide small group instruction for designated English Learners.

>Instructional Assistant - Will work in the primary classrooms with small groups of students who have unfinished learning; phonics, phonemic awareness, sight words, reading, etc.

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$22,778	21101	.4375 FTE Instructional Assistant (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,254	21101	.4375 FTE Bilingual Assistant (salary & benefits)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-4 students with unfinished learning in math.

#### Strategy/Activity

Provide targeted, Tier 3 instruction in math 4 days per week.

>Program Specialist is going to pull 3-4 students in grades K-4 for 20 minute sessions to target standards not mastered on classroom common formative assessments.

.30% - Title I – Program Specialist will support the following:

1. Identify students for reading intervention
2. Identify students for math intervention
3. Provide targeted support for students with unfinished learning
4. Assist with assessments and monitoring
5. Ongoing placement and movement from Tier 1, 2,3 as necessary
6. Schedule bilingual staff with classrooms
7. Monitor logs & instruction of the staff
8. Support instructional strategies implemented by the aides

.70% - LCFF – Program Specialist will provide the following:

1. Sort, distribute, read, sign EL/RFEP Monitoring Forms
2. Duplicate, sort, notify collect, forward, file RFEP parent Notification forms
3. ELD Designated Time: Monitor, instructional support,
4. EL Accumulative folders are updated with proper documents
5. Coaching & support of Instructional practices specific to EL learners
6. ELPAC: Train staff on test administration, Proctor & Administer Test
7. CAASPP: Train staff on Test administration, proctor, organize master test schedule, Parent Notification of test
8. CAASPP: Test Security Affidavits, TOMS access & support, IEP/504 Accommodations verifications & input to Illuminate
9. CAASPP: IAB & Digital Library support with teachers and in the classroom

>Instructional materials will be purchased to support Tier 2 and Tier 3 instruction in ELA and math. During PLC collaboration, teachers will identify which supplemental instructional materials they need to best meet the needs of their students in upcoming units in ELA and math. The effectiveness of the instruction use of supplemental instructional materials will be measured by common formative assessments.

### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$41,012	19101	.3 FTE Program Specialist (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$95,696	19101	.7 FTE Program Specialist (salary & benefits)
\$10,395	43110	Instructional Materials

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Students will attend the library every week, with unlimited access to check-out books, support in-classroom projects and listen to read-alouds.

>Library Media Assistant – Will provide student support in selecting age appropriate books and research materials to support in-class instruction. Library Media Assistant will support literacy by reading a story to classes and highlighting new authors each week. Library Media Assist will support Kinder teachers with small group media support daily, for 30 minutes.

>Library books- \$5,000: Books will be purchased to support in-class curriculum. Books will also be purchased to support the cultures of our school site.

### Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	42000	Library Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$15,255	22601	.4375 FTE Library Media Assistant (salary & benefits)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will provide small group, Tier 2 instruction in reading and math on a daily basis.

Instructional Material/Supplies - \$24,147: Instructional materials, supplies, and equipment will be purchased to supplement and enhance the core curriculum. The focus will be on soft-bound, culturally responsive, leveled books to supplement the Tier 1 instruction in the classroom, whiteboards for small group instruction and checking for understanding, math manipulatives to support struggling learners understanding of number sense concepts, and other materials and identified by teachers during the PLC collaboration.

Non-Instructional Materials - \$4,000: Ink, masters, laminating film, printers, etc will be used by teachers to support classroom instruction by using equipment available to provide a print rich environment.

>Maintenance Agreements - \$837: Teachers will use the laminator and poster maker to support classroom instruction. Maintenance/ License agreements ensure the equipment (poster maker and laminator) are available and usable to provide a print rich environment.

>Equipment - \$9,620: 5 doc cameras and 3 projectors

### Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$837	56590	Maintenance agreements
\$9,620	44000	Equipment; doc cam, projector
\$15,704	43110	Instructional Materials
\$4,000	43200	Non-instructional supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description



# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

1. Professional development was provided to teachers monthly during our designated staff development meetings. PD was provided to increase academic instruction. Professional development focused on integrated EL strategies, CAFE, SIPPS, Eureka Math and the PLC process. Our Coach and Program Specialist provided follow-up support in the classrooms on a weekly basis.
2. Provided students with opportunities to increase reading proficiency through literacy and intervention programs (Library Media Assist, SIPPS, Fountas & Pinnel) and leveled books in classrooms and at home.
3. Our instructional assistant and Bilingual Assistant provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom.
4. The instructional materials purchased, directly supported classroom instruction and our supplemental programs.

#### 2019-2020 Year 3 Implementation

1. Professional development and collaboration was provided during the instructional day, utilizing substitute teachers.
2. Our instructional assistant and Bilingual Assistant provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom.
3. Program Specialist pulled 3-4 students in grades K-6 for mini-sessions to target standards not mastered; based on classroom common formative assessments and i-Ready data.
4. Students attended the library every week, with unlimited access to check-out books, and listen to a read-aloud.

#### 2018-2019 Year 2 Effectiveness

1. Professional Development was provided in a timely manner and attended by all teachers, as evidenced by agendas. Taught strategies were observed being utilized in the classroom. The Coach and Program Specialist effectively provided follow-up support to ensure implementation of taught strategies, as evidenced by logs.

2. Teachers, Library Media Assist and staff provided students with opportunities to increase reading proficiency using SIPPS, Fountas & Pinnel and leveled libraries as evidenced by library schedule, book circulation, intervention schedule, PLC meeting notes
3. The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs.
4. Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs, as evidenced by purchase orders.

### **2019-2020 Year 2 Effectiveness**

1. PD was partially effective. We were unable to hire subs for the first two months of school and then it was difficult to secure subs. Due to the implementation of two new curriculums, many teachers did not want to be out their classrooms.
2. The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs.
3. Program Specialist consistently pulled 3-4 students in grades K-6 and reported increased achievement for the targeted students.
4. There was a lapse in weekly service to the library, for about 2 months due our library media assist resigning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### **2018-2019 Year 2 Material Changes**

1. none
2. none
3. none
4. none

### **2019-2020 Year 3 Material Changes**

1. none
2. none
3. none
4. none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**2018-2019 Year 2 Future Changes**

1. New diagnostic monitoring system will be implemented; i-Ready. PD will be focused on new curriculum utilizing teacher release time for lesson studies and collaboration
2. none
3. none
4. none

**2019-2020 Year 3 Future Changes**

1. We will reduce the number of PD days per month.
2. none
3. none
4. none

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Spanos' suspension rate for all students will decrease from 5% to 4%, as measured by Suspensions on the Dashboard in Spring 2021.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Spanos' Chronic Absenteeism rate for all students will decrease from 7% to 5%, as measured by Chronic Absenteeism on the Dashboard in Spring 2021.

**Identified Need****Chronic Absenteeism:**

2017 7.6%

2018 9.9%

2019 8.35%

2020 6.86% (prelim)

**Attendance:**

18-19 P1 97.05%

19-20 P1 97.4%

**Suspension Rate:**

2016 5.5

2017 5.10

2018 2.3

2019 4.64

**Incidents by Subgroups:**

AA: 7

H: 8

SPED: 7

EL: 7

Homeless: 5

# Suspension Rate

All Students  
percent of unduplicated suspension

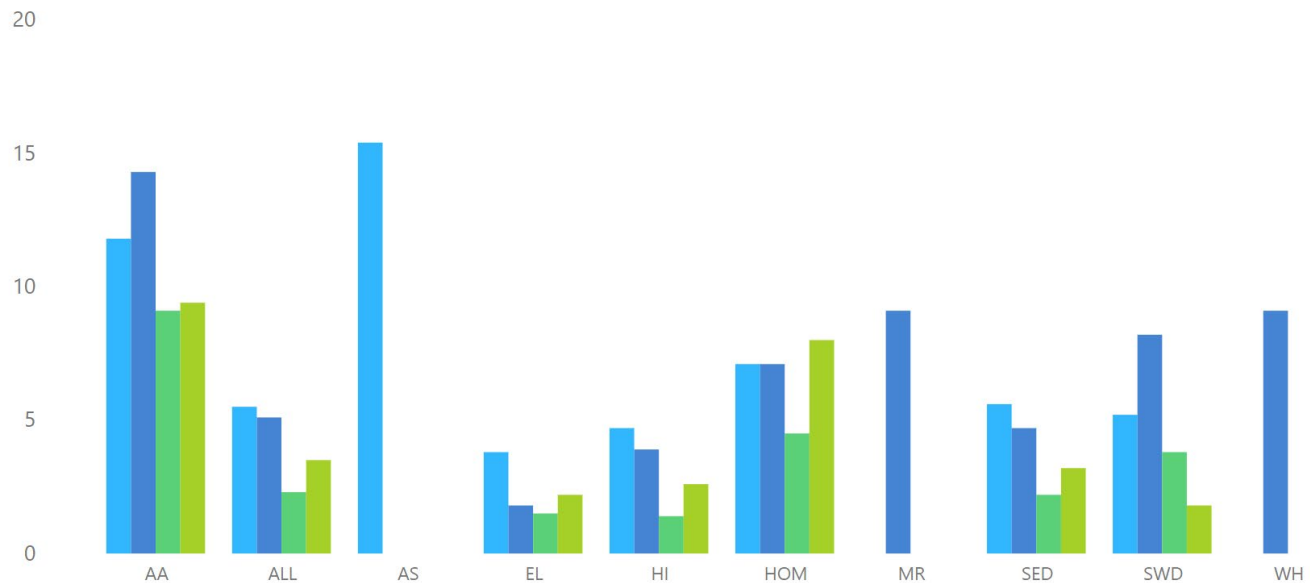


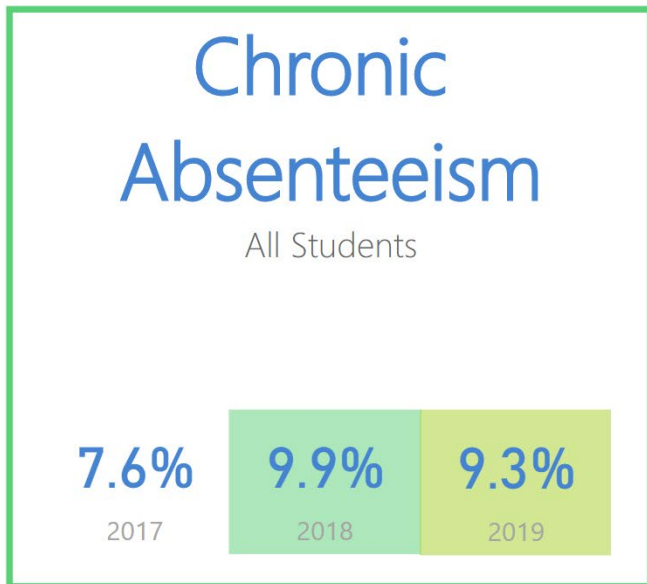
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

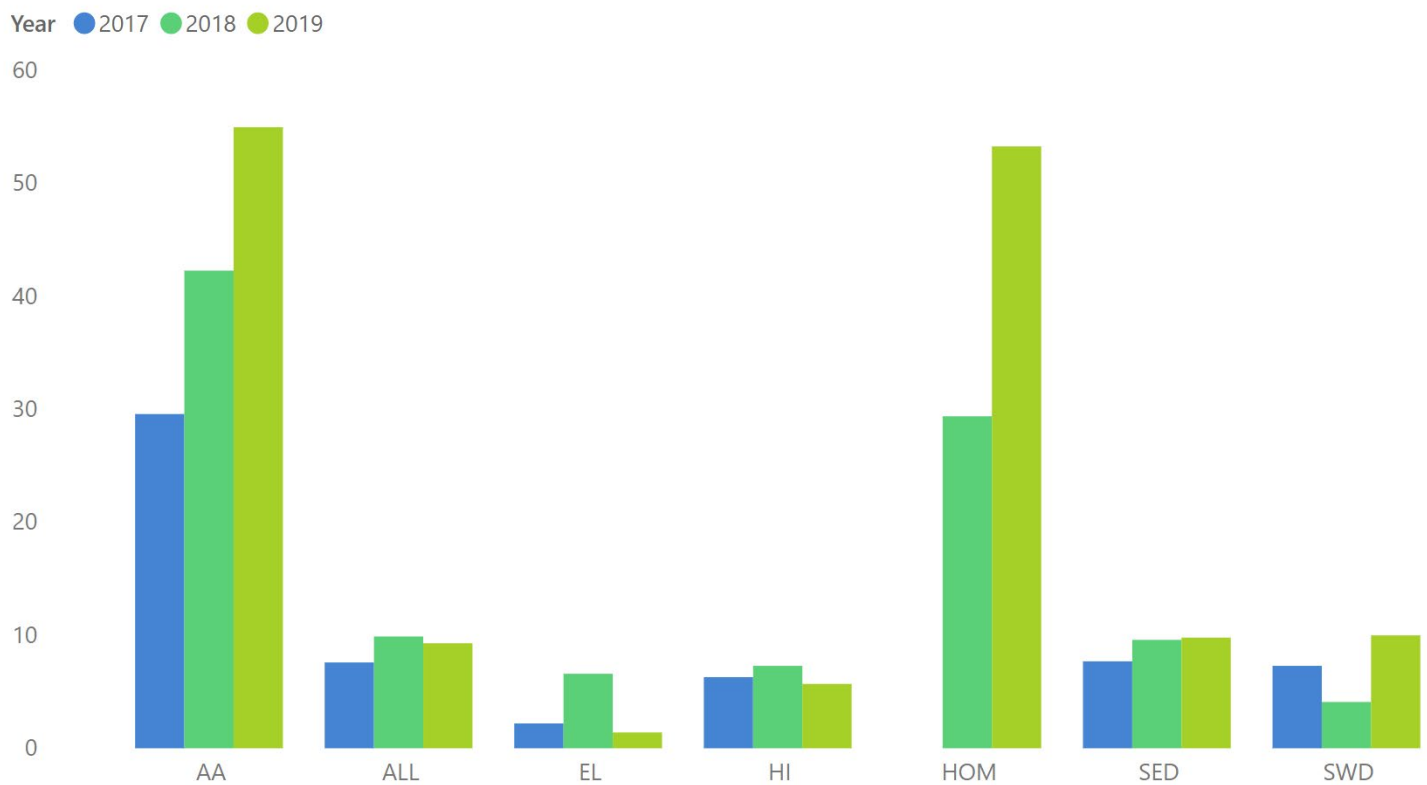
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1 attendance reports (All students)	97.4%	97.6%
Suspension (All students)	2%	2%
Chronic absenteeism (All students)	9.4%	8.4%



**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Tier 2 &amp; 3 students with at risk-behavior

Provide targeted students with social and emotional resources, that positively impacts student learning through targeted on-line support lessons.

> Program Suite 360 is a digital character development and behavior intervention program. Suite 360 is a restorative justice program for students who need extra support with conduct and behavior. Suite 360 Intervention is web and mobile program for suspension and detention, allowing schools to assign modules related to a student's infraction. Spanos students will be assigned a lesson and/or module related to the infraction as a means of restorative practices. This program is research based and has proven to decrease the number of suspensions, detentions, and office referrals.

**Proposed Expenditures for this Strategy/Activity 1**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$3,000	58450	License Agreement: Suite 360

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 2

## SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 Year 3

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

1. Our school counselor provided students with social and emotional supportive resources that positively impacted student learning through the following; classroom presentations, monthly PLUS team, and quarterly PBIS assemblies and incentives. CARE and SST meetings were held monthly to support our students, teachers, and parents.

#### 2019-2020 Year 3 Implementation

1. Suite 360 was implemented beginning in November. The program was consistently used with our tier 2 and 3 students.

#### 2018-2019 Year 2 Effectiveness

1. The school counselor was on site 5 days per week, which resulted in more direct services to students. Counseling sessions were provided periodically throughout the year, but not systematically. The PLUS team met monthly and effectively collaborated with the PBIS Team to implement positive incentives for our students. CARE/SST meetings were held every month and were well attended by parents, as evidenced by our schedules and meeting notes. Our suspension rate did decrease and our attendance rate is one of the highest in the District.

#### 2019-2020 Year 3 Effectiveness

1. Students were engaged in the program and it supported the counseling provided by admin. Students reported that they enjoyed the lessons and they were able to successfully answer the exit questions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### 2018-2019 Year 2 Material Changes

1. none

#### 2019-2020 Year 3 Material Changes

1. none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**2018-2019 Year 2 Future Changes**

1. Small group counseling and in-class presentations will be more consistent and the counselor will work closely with CWA to support our Chronic Absentees.
2. PLUS team will meet weekly to support PBIS.

**2019-2020 Year 3 Future Changes**

1. none

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, the percentage of Spanos' families participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 40% to 50%, as measured by sign-in sheets.

## Identified Need

Meaningful Partnerships:

Sign-in sheets:

Parent Conferences – 45%

Family Events – 45%

Parent Coffee- 10%

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets	30%	50%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents/Guardians

### Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities. Focus will be on math support at home, as requested by parents.

Parent Meeting - \$1,339: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,000: Materials (e.g. paper, books, manipulatives, flashcards) for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,339	43400	Parent Meeting
\$1,000	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description



# Annual Review – Goal 3

## SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 Year 3

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, Academic Meetings with Parent and Teachers (AMPT), monthly parent coffees, and after school events. Victor Services provided support to 10 families and Chaplain Bob's Center was referred to several families. Parent communication is provided in English and Spanish via newsletters, fliers, and School Messenger.

#### 2019-2020 Year 3 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, monthly parent coffees, and the Latino Family Project. Parent communication is provided in English and Spanish via newsletters, fliers, and Blackboard

#### 2018-2019 Year 2 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

Parent feedback regarding the trainings are positive overall.

Parents would like English classes provided on-site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### 2019-2020 Year 3 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

Parent feedback regarding the trainings are positive overall.

Parents would like English classes provided on-site

#### 2018-2019 Year 2 Material Changes

School Plan for Student Achievement| SY 2020-2021

Page 40 of 44

Version 1 – Board Approval 07/28/2020

none

### **2010-2020 Year 3 Material Changes**

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

### **2018-2019 Year 2 Future Changes**

Victor Services will not provide support for the 19-20 school year.

AMPT meetings will be restructured into student led conferences.

Assistant Principal will provide weekly parent trainings based on the Latino Reading Project and new math standards (8-week course).

### **2019-2020 Year 3 Future Changes**

None

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$119,690
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,290

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$119,690

Subtotal of additional federal funds included for this school: \$119,690

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$137,600

Subtotal of state or local funds included for this school: \$137,600

Total of federal, state, and/or local funds for this school: \$257,290

## Budget Spreadsheet Overview – Title I

SPANOS			TOTAL ALLOCATION					\$	117,351
Preliminary Budget Allocation - TITLE I			TOTAL BUDGET DISTRIBUTED BELOW					\$	116,991
FISCAL YEAR 2020-21			TO BE BUDGETED (Should be \$0.)						360
			50647 TOTAL ALLOCATION					\$	2,339
			TOTAL BUDGET DISTRIBUTED BELOW					\$	2,339
			TO BE BUDGETED (Should be \$0.)						0
Object	Description	FTE	TITLE I					TOTAL BUDGET	
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS		
Personnel Cost-Including Benefits									
11500	Teacher - Add Comp		\$ 3,600					\$ 3,600	
11700	Teacher Substitute		\$ 10,000					\$ 10,000	
12151	Counselor							\$ -	
13201	Assistant Principal							\$ -	
19101	Program Specialist		\$ 41,012					\$ 41,012	
19101	Instructional Coach							\$ -	
19500	Instr. Coach-Add Comp		\$ 1,200					\$ 1,200	
	OTHER Certificated		\$ 600					\$ 600	
21101	Instructional Assistant	0.4357	\$ 22,778					\$ 22,778	
21101	CAI Assistant							\$ -	
21101	Bilingual Assistant							\$ -	
24101	Library Media Clerk							\$ -	
29101	Community Assistant							\$ -	
	OTHER Classified							\$ -	
30000	Statutory Benefits							\$ -	
Sub Total - Personnel/Benefits			\$ 79,190	\$ -	\$ -	\$ -	\$ -	\$ 79,190	
Books & Supplies									
42000	Books		\$ 5,000					\$ 5,000	
43110	Instructional Materials		\$ 15,704					\$ 15,704	
43200	Non-Instructional Materials		\$ 4,000				\$ 1,000	\$ 5,000	
43400	Parent Meeting						\$ 1,339	\$ 1,339	
44000	Equipment		\$ 9,260					\$ 9,260	
43150	Software							\$ -	
	OTHER							\$ -	
	OTHER							\$ -	
Sub Total-Supplies			\$ 33,964	\$ -	\$ -	\$ -	\$ 2,339	\$ 36,303	
Services									
57150	Duplicating							\$ -	
57250	Field Trip-District Trans							\$ -	
57160	Nurses							\$ -	
56590	Maintenance Agreement		\$ 837					\$ 837	
56530	Equipment Repair							\$ -	
52150	Conference							\$ -	
58450	License Agreement				\$ 3,000			\$ 3,000	
58720	Field Trip-Non-District Trans							\$ -	
58920	Pupil Fees							\$ -	
58100	Consultants-instructional							\$ -	
58320	Consultants-Noninstructional							\$ -	
	OTHER							\$ -	
	OTHER							\$ -	
Sub Total-Services			\$ 837	\$ -	\$ 3,000	\$ -	\$ -	\$ 3,837	
GRAND TOTAL			\$ 113,991	\$ -	\$ 3,000	\$ -	\$ 2,339		

## Budget Spreadsheet Overview – LCFF

SPANOS

Preliminary Budget Allocation - LCFF					TOTAL ALLOCATION		\$	137,600
FISCAL YEAR 2020-21					TOTAL BUDGET DISTRIBUTED BELOW		\$	137,600
					TO BE BUDGETED (Should be \$0.)			0
Object	Description	FTE	LCFF				TOTAL BUDGET	
			23030	23020	23034	23035		
			GOAL #1	GOAL #1	GOAL #2	GOAL #3		
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER		
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp						\$	-
11700	Teacher Substitute						\$	-
12151	Counselor						\$	-
13201	Assistant Principal						\$	-
19101	Program Specialist		\$	95,696			\$	95,696
19101	Instructional Coach						\$	-
19500	Instr. Coach-Add Comp						\$	-
	OTHER Certificated						\$	-
21101	Instructional Assistant						\$	-
21101	CAI Assistant						\$	-
21101	Bilingual Assistant			\$	16,254		\$	16,254
24101	Library Media Clerk		\$	15,255			\$	15,255
29101	Community Assistant						\$	-
	OTHER Classified						\$	-
30000	Statutory Benefits						\$	-
Sub Total - Personnel/Benefits			\$	110,951	\$	16,254	\$	-
			\$	-	\$	-	\$	-
Books & Supplies								
42000	Books						\$	-
43110	Instructional Materials		\$	10,395			\$	10,395
43200	Non-Instructional Materials						\$	-
43400	Parent Meeting						\$	-
44000	Equipment						\$	-
43150	Software						\$	-
	OTHER						\$	-
	OTHER						\$	-
Sub Total-Supplies			\$	10,395	\$	-	\$	-
			\$	-	\$	-	\$	-
Services								
57150	Duplicating						\$	-
57250	Field Trip-District Trans						\$	-
57160	Nurses						\$	-
56590	Maintenance Agreement						\$	-
56530	Equipment Repair						\$	-
52150	Conference						\$	-
58450	License Agreement						\$	-
58720	Field Trip-Non-District Trans						\$	-
58920	Pupil Fees						\$	-
58100	Consultants-instructional						\$	-
58320	Consultants-Noninstructional						\$	-
	OTHER						\$	-
	OTHER						\$	-
Sub Total-Services			\$	-	\$	-	\$	-
			\$	-	\$	-	\$	-
GRAND TOTAL			\$	121,346	\$	16,254	\$	-
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